

Knowledge of Services: Developing Collaborative Relationships and Integrating Services PRDV 72619

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Description: Addresses strategies and processes for developing effective collaborative relationships among special and general educators, families, and outside agencies. Emphasis will be placed on developing knowledge of services through other agencies, communication skills, establishing role responsibilities, and reaching consensus. Participants will explore effective communication strategies that lead to building and maintaining positive relationships with families, the school community, outside agencies, and students. Participants will develop a clear working knowledge of private schools and state agencies that support and provide services to school districts, children, and families. Also addressed will be the necessary services by various providers to support the transition process of students with disabilities to adult life. This course helps participants develop strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles.

QUESTIONS

If you have general questions or need assistance, please post your comments to the Ask Deb discussion board of the course. Most likely, someone in the class has the same question. If the question is specific to your work, please email dmerriam@framingham.edu or phone 508-359-2710. Questions will be answered within 24 to 48 hours.

COMPUTER SKILLS

Participants are expected to have basic computer skills, know how to search the web, understand how to send an email and attach a file, and have basic file management skills. A fairly new computer connected to the internet works best with Blackboard and familiarity with the learning management tool is also advised. Mozilla Firefox is the preferred browser to use with Blackboard.

ACADEMIC HONESTY

All students enrolled in courses at Framingham State University must abide by the University Policy Regarding Academic Honesty, as published in the Framingham State University catalog and the RAM Student handbook. All forms of academic dishonesty, including cheating on exams and plagiarism, are serious offenses and are subject to scrutiny under due process. By logging into Blackboard, you agree to the university [Acceptable Use Policy](#) which also covers academic honesty.

To become more familiar with this policy [click here](#).

TECHNOLOGY RESOURCES

You are encouraged to reference the link to **Atomic Learning** on Blackboard if you have a need to brush up on your technology skills or learn how to use a specific computer application. Atomic Learning self-paced tutorials are free to anyone enrolled in a course at the university. In addition, if you are new to **Blackboard** or online courses, may visit the [FSU Blackboard support site](#) or Blackboard Help [Blackboard Help](#) to view (2-4 minute) show me videos about how to submit an assignment, participate in discussion forums, and much more. **Blackboard support is also available 24-7 by calling 1-866-361-8970.**

BLACKBOARD MOBILE LEARN may be used to read discussion board posts or class material. It does not work as well for participating on the discussion boards or for submitting assignments. Download the app from the Blackboard login page.

ACCOMMODATIONS

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its

programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at <https://www.framingham.edu/academics/center-for-academic-success-and-achievement/> or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Achievement (CASA) at 508-626-4906 or lbridges@framingham.edu.

COPYRIGHT

The course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor who knows which materials are copyrighted and which are not. Course material is intended for use by participants in this class only. All other use is prohibited by copyright

The course is 5 units of discussion based on readings, DESE website resources, and additional resources. Links are provided within the course site.

Introductions	Day 1
Participant Introductions	
UNIT 1 Effective communication and collaboration skills – how can we keep it positive and build bridges among schools, families, and outside agencies?	Unit 1
OBJECTIVES: 1. Identifying prerequisite skills, concepts, and vocabulary needed for the learning activities. 2. Planning consultation and collaboration strategies	
Unit 2 Role responsibilities and consensus (among and between schools, families, and agencies) – what is consensus and how do we determine who does what, when, and how?	Unit 2
OBJECTIVES: 1. Drawing on prior experiences, determine effective interactions within school community. 2. Develop understanding of the role of special educators in a multi-tiered instructional system	
Unit 3 What resources may exist in terms private schools and state agencies that support and provide services to school districts, children, and families?	Unit 3
OBJECTIVES: 1. Develop a working list of community, state, and federal resources. 2. Development of ongoing reflective practice with regard to effective communication with families..	
Unit 4 When students become adults, what do we need to do to support the transition? What is the “who, what, where, when” of transition planning?	Unit 4
OBJECTIVES: 1. Identifying appropriate resources to support families and students in transition planning. 2. Using information in Individualized Education Programs (IEPs) to plan strategies for providing appropriate transition services K-16 and beyond.	
Unit 5 Putting It All Together: What Do We Know? What Do We Still Need to Know? How will the knowledge of other agencies effect our students' achievement? PPT Posted in Unit 5 no later than the Day Before Class Closes	Unit 5
OBJECTIVES: 1. Incorporating appropriate technology and media in planning.	

2. Using information from course material and classmates, develop materials to share with colleagues.

Each Unit offers a website exploration and reading/watching a video. A discussion questions are posted in the threaded discussion area. Each participant responds to the question and additionally to two peers.

Grading: 100 points

80pts. Reading, attendance/online participation (see rubric) 5 units

20 pts. Development of a PowerPoint with information from the course. This resource will be shared with the class demonstrating understanding of information gained from participation in the class and outside reading.

Course Readings and Resources

Billingsley, B. S. (2007). Recognizing and supporting the critical roles of teachers in 2012special education leadership. *Exceptionality*, 15(3), 163-176.

Connor, D. J., (2012) Helping students with disabilities transition to college: 21 Tips for students with LD and/or ADD/ADHD. *Teaching Exceptional Children*, 44 (5) 16 - 25.

Grigal, M., Dwyer, A., Emmett, J., and Emmett, R. (2012). A program evaluation tool for dual enrollment transition programs. *Teaching Exceptional Children*, 44 (5) 36 - 45.

Hoover, J. J., & Patton, J. R. (2008). The role of special educators in a multitiered instructional system. *Intervention in School & Clinic*, 43(4), 195-202.

Schulte, A. C., & Osborne, S. S. (2003). When assumptive worlds collide: a review of definitions of collaboration in consultation. *Journal of Educational & Psychological Consultation*, 14(2), 109-138.

Shaw, S. F., Dukes, L. L. III, and Madus, J. W. (2012). Beyond compliance: Using the summary of performance to enhance transition planning. *TEACHING Exceptional Children*, 44 (5) 6 - 12.

The Transition Planning Process:

<http://www.doe.mass.edu/sped/cspd/transition.pps>

<http://www.doe.mass.edu/sped/links/transition.html>

Massachusetts State Agencies:

http://www.doe.mass.edu/sped/links/state_agcy.html

The following list of resources and descriptions are taken directly from the Massachusetts Department of Elementary and Secondary Education website.

Massachusetts Organizations/Resources

[Arc Massachusetts](http://www.arcmass.org/) <http://www.arcmass.org/>

Arc Massachusetts is a statewide volunteer educational and advocacy organization dedicated to helping individuals with specific developmental disabilities.

[Family TIES](http://www.massfamilyties.org/) <http://www.massfamilyties.org/>

Family TIES of Massachusetts is a statewide information and parent-to-parent support project for families of children with special needs and chronic illness.

[Federation for Children with Specials Needs](http://fcsn.org/index.php) <http://fcsn.org/index.php>

The Federation is a center for parents and parent organizations to work together on behalf of children with special needs and their families.

[Massachusetts Association of Special Education Parent Advisory Councils \(MASSPAC\)](http://www.masspac.org/) <http://www.masspac.org/>

The mission of MassPac is to work towards the understanding of, respect for, support and appropriate education for all children with special needs in our respective communities.

[Massachusetts Families Organizing for Change \(MFOFC\)](http://www.mfofc.org/) <http://www.mfofc.org/>

The mission of MFOFC is to provide sustained advocacy and leadership training in pursuit of high quality, individualized community support and service options, including family support, for people with disabilities and their families.

[Massachusetts Public, Charter, Private, Collaborative, and Approved Private Special Education Schools](http://profiles.doe.mass.edu/)

<http://profiles.doe.mass.edu/>

Directory and Profiles

[The Parent Professional Advocacy League \(PAL\)](http://ppal.net/) <http://ppal.net/>

PAL is the statewide chapter of the Federation of Families for Children's Mental Health. PAL provides support, education, and advocacy around issues related to children's mental health.

National Organizations/Resources

[Considering Your Child's Need for Assistive Technology](http://www.ldonline.org/article/6246/) <http://www.ldonline.org/article/6246/>

LD Online describes IDEA's requirement to consider the need for assistive technology in all IEPs and offers common uses of assistive technology for students with learning disabilities.

[Assistive Technology Evaluation Guide for Students with Learning Disabilities Guide](http://www.ldonline.org/indepth/technology/evaluation.pdf)

<http://www.ldonline.org/indepth/technology/evaluation.pdf>

LD Online offer several tools to assist with the evaluation process: a form listing areas to be considered, a list of critical questions for consideration, plus a quick guide to No Tech/Low Tech/High Tech materials, equipment and technology tools.

[New England INDEX](http://www.disabilityinfo.org/) <http://www.disabilityinfo.org/>

New England INDEX, a project of the UMass Medical School located at the Shriver Center, provides information about programs and agencies, physicians, dentists, and consultants that serve people with disabilities. INDEX also coordinates the Mass Network of Information Providers (MNIP), a multi-agency collaboration that provides telephone information and referral at over 50 sites across the state (800-642-0249).

[Special Education Areas of Study](http://curry.virginia.edu/academics/areas-of-study/special-education) <http://curry.virginia.edu/academics/areas-of-study/special-education>

Special Education Areas of Study from the Curry School of Education at the University of Virginia

Course Requirements:

The course is designed as an active collaborative four Unit online learning experience. Participants are expected to log in frequently during the Unit, complete the assigned reading/viewing/exploration and respond to the prompt as well as to at least two classmates' entries. Course material is arranged in modules and should be viewed in the order listed.

There is no text book to buy and no face to face meetings scheduled. All material is posted on the University eLearning platform – Blackboard. Students may expect to spend approximately three hours each Unit participating on the discussion board and reviewing course material. As a final assignment, students will submit a completed template of a curriculum unit and lesson plan adapted to meet the needs of a student with learning challenges.

COURSE EXPECTATIONS

Participation in all assignments and course discussions is required. If you anticipate being away during any part of this course, make plans to have access to a computer connected to the internet. The course is 5 units of discussion based on readings, DESE website resources, and additional resources - links provided within the course site.

Grading: 100 points
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80pts. Reading, attendance/online participation (see rubric) 5 units
20 pts. Development of a resource binder or Power Point with information gained from participation in the class and outside sources

myFramingham is the official site for your official academic history at Framingham State University, your official grades, and to register for courses/ request a transcript

Discussion Rubric

Students are expected to post a response for each threaded question and respond to at least 2 other students' posts for each unit.

Threaded Discussion activity will be awarded 0-16 points/unit for the following:

Quantity of Postings How many times did you post? Was it the minimum or did you post more often. Did you take over the forum by excessive posting?

Quality of Postings Were the posts relevant to the question and thoughtful or were they simply "Yes, I agree".

Quality of Interactive Discussion and Community Building Did you weave other postings into your own posting?

Understanding of the Reading Did you weave your understanding of the literature into your posting?

	Unsatisfactory 0	Satisfactory 8	Exemplary 16
Quality of Postings	Postings are not relevant to the question posted.	Postings reflect the reading but no information given to source of information.	Postings reflect the readings and information source is cited.
Quantity of Postings	Responds to the question posted and one of the following: Neglects to respond to any student postings or Dominates the thread with excessive postings	Responds to the question posted and responds to a couple of student postings.	Responds to the question posted and responds to 3 - 4 other students and responds throughout the units (not just at one time during the Unit).
Understanding of Readings	Responds to the question posted but does not mention material from the readings.	Responds to the question posted and makes reference to the readings.	Responds to the question posted and makes reference to the readings and provides links to other sources.
Interweaving other postings into discussion	Responds to question posted and to student posting but does not weave information into posting.	Responds to question posted and to student posting and weaves information into own posting.	Responds to question posted and to student posting and weaves information into own posting. Additionally, weaves information in from links to outside sources.

PPT Rubric

5 points	10 points	20 points
Addresses some, but not many areas addressed in class and is not in a format that can be shared with others	Addresses most areas addressed in class and is readily able to be shared with others	Addresses all areas addressed in class and is readily shared with others
Is presented in a somewhat confusing manner	Is presented well and with good clarity and with some graphics	Is presented with exceptional clarity and with appealing graphics
Includes some research based resources, but not in APA format	Includes some research based resources in APA format	Includes several research based resources in APA format